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ABSTRACT

A range of case studies is presented that describes the idea that literacy is embedded in social contexts in different cultural settings. Organized by theme, the book illustrates both the differences and connections between cultural groups. Although the case studies span the whole age range, the book focuses particularly on the variety of use of literacy in adult life, inside and outside of formal education. The authors argue that in order to understand literacy and help people learn to read and write, it is necessary to look beyond school to the everyday uses of written communication. The book is arranged in five parts. Section 1, Bringing Together Our Worlds of Literacy, includes "Struggles Over the Meaning(s) of Literacy," (Brian V. Street) and "Reflections and Revisits" (Jane Mace). Section 2, Different Voices: Handling Multiplicities of Literacy, presents the following: "Generations of Literacy Among Women in a Bilingual Community" (Tricia Hartley); "Long Term Unemployment and Literacy: A Case Study of the Restart Interview" (Paul Davies); "The Place of Academic Writing in Whole Life Writing" (Nichola Benson and others); "Literacy and the Travelling Communities" (Agnes King); "The Kweyol Language and Literacy Project" (Carol Morris, Hubisi Nwenmely); and "Networks of Communication Between Home and School" (Susan Benton). Section 3, Constituting Identities, contains: "Gender-Engendered Literacy Needs" (Shirley Cornes); "Power and Control in Young Children's Writing" (Nigel Hall, Anne Robinson); "Literacy, Language Variety and Identity" (Irene Schwab); "Guiding Lights" (Sarah Padmore); and "Literacy, Strength and Identity" (Paul Davies and others). Section 4, Choice and Change, includes these titles and authors: "The Problem of Illiteracy and the Promise of Literacy" (Jenny Horsman); "Learning at Home: Distance Learning in Adult Basic Education" (Margaret Herrington; "Catherine's Story: A Young Child Learns to Write" (Jane Hudson); "Literacies Among Panjabis in Southall" (Mukul Saxena); and "Women and Literacy

for Change" (Mandy McMahon and others). The final section, Collaboration and Resistance: Challenging Words, offers four articles: "Forging a Common Language, Sharing the Power" (Pecket Well College); "Collaborative Writing, Consciousness Raising and Practical Feminist Ethics" (Angela Karach and Denise Roach); "Creating 'A Guide to the Monsters of the Mind'" (Victor Grenko and Stella Fitzpatrick); and "Breaking and Remaking the Rules" (Susan Benton and others). An index is included. (LB)

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